Error Analysis

Identifying and articulating errors in thinking
(5 of 13 thinking/reasoning skill processes)

Creating a Performance Task

Step 1: Identify a content standard to be taught.

Step 2: Select thinking/reasoning skill processes.

Step 3: Write a 1st draft of the task incorporating steps 1 and 2.

Step 4: Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.

Step 5: Identify what kind of product/performance will be produced, add it to the performance task description.

Teaching a Thinking Skill

- □ Introduce skill, give several examples, and discuss its performance (when, where, how to use it).
- □ Explain mental processes to do the thinking, model the process.
- □ Let students practice the skill several times using personal, easy to understand content.
- □ Put the skill into the context of your academic content.
- □ Model, model, model!

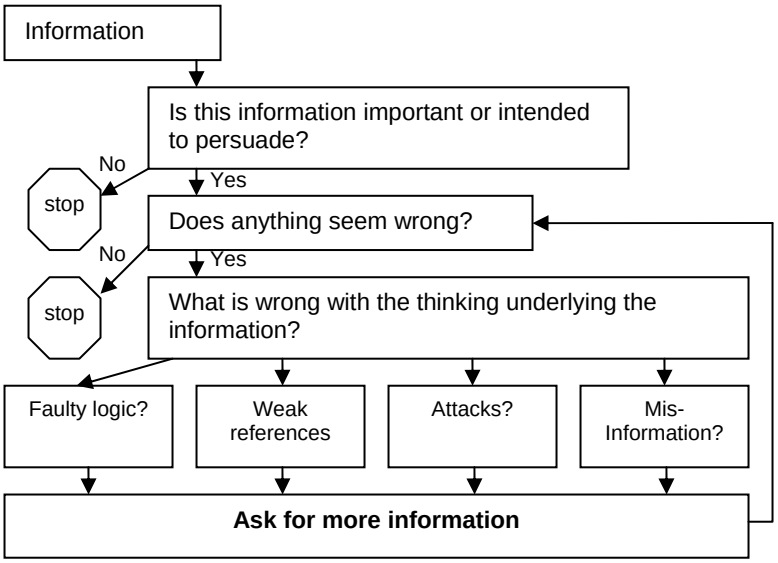
Questions the Process Helps Explore

- □ What's wrong with this?
- □ What are specific errors that have been made?
- □ How can it be fixed?
- □ Is someone trying to influence my thinking or my actions?
- □ Does something seem wrong? What is wrong?
- □ How can I get more or better information?
- □ How is this information misleading?

Steps in the Process

1. Determine if the information being presented to you can affect you in any way. Is it intended to persuade you, elicit anything from you, or change your behavior?
2. If the information is intended to affect you, identify claims that are unusual to you or that go beyond what you know to be true.
3. Look for errors in the unusual claims you have identified.
4. If you find errors, ask for clarification or more accurate information.

Optional Graphic Organizers



Example

A middle school speech teacher periodically clips "Letters to the Editor" from the local paper and makes a copy for each student. In groups, students identify various types of errors and discuss how they can be corrected.